

As approved by the Computer Science Faculty on 9/18/2012.

CS Department Policies Regarding CBA 16.15, 16.17, 16.18

16.15: Guidelines for Selection and Instruction of on-line courses.

Selection of courses to be delivered in full or in part in an on-line format will largely be determined by the faculty offering the course, in consultation with and with approval of the Chair. The Chair will not assign an instructor to teach in an on-line format without the instructor's consent, and a faculty member may not offer a course in an on-line format without the Chair's consent. In accordance with the CBA, all faculty offering on-line instruction must first receive training in on-line teaching, at University Expense, prior to delivering on-line instruction. When possible, student feedback and performance from sections taught in an on-line format will be compared to student feedback and performance in sections of the same course taught in face-to-face format. This will be used as a basis for determining the most appropriate format for future offerings of the course, to ensure high quality and effective course offerings.

16.17 and 16.18: Course Equivalency Guidelines for instructional activities of supervising theses and dissertations; independent studies, reading and research; internships; and instruction in large enrollment classes.

Definition of a CEA: A 3-credit Computer Science course that has previously been taught by the instructor, with normal enrollments and adequate teaching assistant support consistent with past departmental practices and the demands of the course, is normally expected to account for approximately 12% of a normal annual 2-semester workload (i.e., 24% of a normal weekly workload); we define this to be worth 3 Course Equivalency Activities (CEAs). I.e., one CEA is defined to be roughly equivalent to 1 credit of instruction, accounting for 4% of a normal annual workload.

CEAs for courses that justifiably require significantly more or less than 4% effort per credit of instruction due to factors such as very large or very small enrollments, laboratories, new preparations or significant revisions, or the amount of teaching assistant support, may be modified accordingly.

CEA points for instructional activities outside of normal course assignments (including supervising projects, theses, dissertations, independent studies, readings and research, SEED projects, internships, or service learning supervision) will be assigned based on the amount of time per week, and therefore percent effort, the activity is expected to actually require. CEA points will only be assigned for instructional activities for which a student is registered.

The process for determining the CEA points for the instructional activities mentioned above will be as follows: 1) prior to the onset of the activity, the faculty member and Chair will agree on the appropriateness of the activity and the number of CEA points that should be awarded for the activity, based on an estimate of faculty time commitment that is reasonable for the activity in question and consistent with prior departmental CEA point valuation of similar activities, 2) should the resulting activity end up requiring justifiably more or less faculty time than initially estimated, the CEA point valuation may be adjusted after the conclusion of the activity, 3) an ongoing record of all CEA points awarded by the Department will be maintained and shared with the faculty to encourage fairness and consistency in CEA point designations over the years and over different Chairs.